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ABSTRACT

This fifth edition of the Maryland Community Colleges Instructional Program Manual was designed to be used in the development, submission, review, and approval of all new instructional programs in the Maryland community colleges. The first section provides a timetable for program proposals and program evaluations. The next sections contain instructions related to instructional program proposals; revisions, options, and transfer patterns; and changes in title for existing programs. The fifth section describes a directed technology certificate proposal, while the sixth outlines steps in inactivating and discontinuing instructional programs. The seventh section provides an overview of statewide designation of programs. The final section focuses on the Maryland Community College Program Evaluation System. A series of appendixes are attached which provide the following forms: instructional program proposal form; Maryland Vocational-Technical Education proposal transmittal forms; a directed technology certificate program proposal form; a request for program discontinuance form; a proposal for statewide designation form; and a projected programs form. In addition, a market analysis survey, a breakdown of the distribution for statewide instructional program funds, a guide for users of the program data monitoring system printout, and the minimum requirements for associate degree-granting institutions are provided. (JMC)

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INSTRUCTIONAL PROGRAM MANUAL

FOR

MARYLAND

COMMUNITY COLLEGES

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March 1, 1990

MARYLAND STATE BOARD for COMMUNITY COLLEGES

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INSTRUCTIONAL PROGRAM MANUAL

FOR

MARYLAND

COMMUNITY COLLEGES

Approved by:
Maryland State Board for Community Colleges
Maryland Higher Education Commission
Maryland State Department of Education

March 1, 1990

Maryland State Board for Community Colleges
914 Bay Ridge Road • Annapolis, MD 21403
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NOTE: The area code for all colleges is 301.

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FOREWORD

This fifth edition of the Maryland Community Colleges Instructional Program Manual reflects the State Board for Community Colleges' continuing commitment to the development and maintenance of high quality, accessible, and cost effective programs that meet the educational needs of the citizens of Maryland.

To better accommodate the various academic approval processes at the 17 community colleges, this latest revision of the Instructional Program Manual provides two opportunities each year for community colleges to submit Letters of Intent and full Instructional Program Proposals. In addition to the expanded schedule for submissions, the manual includes a section on the Directed Technology Certificate and a copy of the new Minimum Requirements for Associate Degree-Granting Institutions. Changes were also made to clarify the approval forms and procedures. Where possible, the submission processes were streamlined.

The instructional deans of the Maryland community colleges participated in the revision of the manual and their important contributions to this project are sincerely appreciated. The revisions have been reviewed and approved by the State Board for Community Colleges, the Maryland Higher Education Commission, and the Maryland State Department of Education.

The Instructional Program Manual and the forms that follow are to be used in conjunction with the development, submission, review, and approval of all new instructional programs in Maryland community colleges. This document becomes effective immediately and shall be used for all program proposals submitted in June 1990. This document supersedes all previous manuals.

James D. Tschechtelin
Executive Director

CONTENTS

	Page
Timetable	1
Instructional Program Proposals	3
Revisions, Options, and Transfer Patterns	11
Change in Title	13
Directed Technology Certificate Proposal	15
Inactivating and Discontinuing Instructional Programs	17
Statewide Designation	19
Program Evaluation System	23

Appendices:

A. Instructional Program Proposal Form	27
B. Market Analysis Survey	51
C. MSDE-VTE Proposal Transmittal Forms	57
D. Directed Technology Certificate Program Proposal Form	61
E. Request for Program Discontinuance Form	69
F. Proposal for Statewide Designation Form	73
G. Distribution of Statewide Instructional Program Funds	79
H. Projected Programs Form	83
I. Guide for Users of the Program Data Monitoring System Printout	85
J. COMAR, Title 13B, Minimum Requirements for Associate Degree-Granting Institutions	89

TIMETABLE

PROGRAM PROPOSALS

List of Projected Instructional Programs.	December 1
Letters of Intent accepted at SBCC Office	June 15 and December 15
Response of SBCC to Letters of Intent	August 1 and February 1
Instructional Program Proposals accepted at SBCC Office .	November 1 and May 1
SBCC action and transmittal of recommendation on Instructional Program Proposals to MHEC.	No later than one week following SBCC meeting
Instructional Program Proposals accepted by MHEC.	December 15 and June 15
SBCC official response to college	No later than one week following MHEC decision

PROGRAM EVALUATIONS

Updated PDM printout sent to each college for verification. .	March 1
SBCC designates programs to be qualitatively evaluated. . . .	June 15
College response to qualitative evaluation due at SBCC Office.	January 15
College responses presented to SBCC	April Meeting

1.

INSTRUCTIONAL PROGRAM PROPOSALS

The Maryland Higher Education Commission (MHEC) defines an instructional program as a course of study requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to a formal award. Maryland community colleges may offer two types of formal instructional awards:

Associate in Arts Degree. Degree awarded for successful completion of a transfer or occupational program of 60 to 70 undergraduate semester credit hours.

Certificate. Certificate awarded for successful completion of an occupational program that includes a minimum of 12 semester credit hours at the freshman or sophomore levels, or both.

TRANSFER PROGRAM

A Transfer Program is defined as:

a) An academic area that is intended primarily to prepare students for transfer to a four-year college or university. The six current academic areas are:

   Arts and Sciences (4910-01)
   Engineering (4940-01)
   General Studies (4950-01)
   Teacher Education (4960-01)
   Business Administration (4970-01)
   Computer Science (4980-01)

b) A series of courses leading to an associate in arts degree that includes a general education requirement of not less than 20 semester hours of required Arts and Sciences core courses, with at least one 3-credit-hour course from each of the following five areas:

   Arts and Humanities
   English Composition
   Social and Behavioral Sciences
   Mathematics
   Biological and Physical Sciences

   This requirement can also be fulfilled by an approved integrated and structured general education experience.

c) The basis for reporting enrollment, completions, follow-up information, and cost data to the State Board for Community Colleges (SBCC).

d) The object of monitoring for effectiveness by the SBCC.

OCCUPATIONAL PROGRAM

An Occupational Program is defined as:

a) A series of courses intended primarily to assist students with immediate or concurrent employment.

b) A series of courses leading to a certificate and/or associate in arts degree. The associate in arts degree program must include a general education requirement of not less than 20 semester hours of required Arts and Sciences core courses, with at least one 3-credit-hour course from each of the following five areas:

Arts and Humanities
English Composition
Social and Behavioral Sciences
Mathematics
Biological and Physical Sciences

This requirement can also be fulfilled by an approved integrated and structured general education experience.

c) A series of courses having a unique program number (HEGIS Code 5001-01 to 5599-99).

d) The basis for reporting enrollment, completions, follow-up information, and cost data to the SBCC.

e) The object of monitoring for effectiveness by the SBCC.

OCCUPATIONAL PROGRAM OPTION

An Occupational Program Option is defined as:

a) A series of courses intended primarily to assist students with immediate or concurrent employment.

b) A series of courses leading to a certificate and/or associate in arts degree. The associate in arts degree occupational program option must include a general education requirement of not less than 20 semester hours of required Arts and Sciences core courses, with at least one 3-credit-hour course from each of the following five areas:

Arts and Humanities
English Composition
Social and Behavioral Sciences
Mathematics
Biological and Physical Sciences

This requirement can also be fulfilled by an approved integrated and structured general education experience.

c) A variation on an occupational program designed to assist students wishing to pursue a specialized area. An option generally includes several occupational courses specific to the specialized area while the majority of occupational courses are required by the parent program.

d) Neither the basis for reporting data nor the object of data monitoring by the SBCC. Students enrolled in options are reported under the parent program.

DIRECTED TECHNOLOGY CERTIFICATE

A Directed Technology Certificate is defined as:

a) A special certificate developed in consultation with representatives from business/industry/government to meet the immediate, short-term training needs of an employer or group of employers.

b) A series of courses consisting of not less than 12 credits and not more than 24 credits that leads to a Directed Technology Certificate.

c) A series of courses administratively approved by the Executive Director of the SBCC for a period of no more than two years.

d) A series of courses having a unique program number (HEGIS Code 5600-01) as the basis for reporting enrollment, completions, follow-up information, and cost data to the SBCC and for monitoring by the SBCC.

LETTER OF RECOGNITION

A Letter of Recognition is defined as:

a) A course or sequence of courses that are either noncredit or less than 12 semester credit hours.

b) A brief pattern of study that leads to either skills enhancement or to academic enrichment in a specific study area.

c) A document certifying the completion of a course or sequence of courses that are either noncredit or less than 12 semester credit hours that has been signed by an appropriate campus administrator.

d) Neither the basis for reporting data nor the object of data monitoring by the SBCC.

SBCC PROGRAM INVENTORY

The SBCC Program Inventory is the official listing of programs that have been endorsed by the SBCC and approved by the MHEC. The Inventory is updated several times during each year. Program options are not shown in the Program Inventory.

PROJECTED PROGRAMS

In December of each year, each community college president shall submit a listing of associate degree and certificate programs projected by the college for the ensuing three to five academic years (Appendix H). No Letter of Intent will be accepted for any program not projected in the most recent listing. Exception to this policy will be made only when the college can clearly demonstrate to the SBCC that extenuating circumstances exist.

Programs not implemented as scheduled, but which the college wishes to continue under investigation, shall be specifically included by the college in succeeding listings.

LETTER OF INTENT

A Letter of Intent must be submitted to the SBCC for all new proposed associate in arts degree and stand-alone certificate programs. The Letter of Intent indicates that the college plans to submit a formal Instructional Program Proposal during the next academic year.

A Letter of Intent will be accepted two times during the year: June 15 and December 15.

Each Letter of Intent forwarded to the SBCC by the community colleges must include the following:

a) Program title. An accurate reflection of the content of the program.

b) Proposed program code. The six-digit Higher Education General Information Survey (HEGIS) number for categorization of credit curriculum. Final program code determination is made by the SBCC.

c) Proposed CIP code. The six-digit Classification of Instructional Program code.

d) Proposed implementation date. Semester and year.

e) Degree level. Certificate and/or associate in arts.

f) Program description. A catalog-style description.

g) Goals. The major aims of the program. For occupational programs, list the projected job titles of graduates.

h) Relationships of program to college's mission.

i) Need for program. Preliminary evidence of student interest and employment opportunities. If a market analysis survey has been conducted, attach a summary of the results. If a market analysis has not been conducted, indicate how the college plans to assess student and employer demand for the program.

j) Similar programs existing in service area. A listing of similar programs in other schools or programs offered by colleges, including secondary vocational-technical programs and private career schools.

k) Statewide designation. A statement as to why the program should be designated statewide if the college plans to request statewide designation.

l) Facilities, equipment, and library/learning resources required. A statement of the need for new or expanded facilities, equipment, library/learning resources for this program.

m) Estimated per student cost. An estimate comparing relative program cost to institutional average cost per full-time equivalent (FTE) student.

REVIEW PROCEDURES FOR LETTER OF INTENT

Upon receipt of the college's Letter of Intent, the SBCC will:

a) Evaluate the Letter of Intent.

b) Provide the college with an evaluative response. For Letters of Intent submitted by June 15, a response will be made by August 1; for Letters of Intent submitted by December 15, a response will be made by February 1. If the proposed program is offered at other Maryland community colleges, a copy of the Program Data Monitoring (PDM) System printout will be provided.

c) Send copies of the SBCC responses to the Letters of Intent to the community college presidents and instructional deans; the superintendents of the local schools; the local advisory and private industry councils; the Division of Academic Affairs at the Maryland Higher Education Commission; the Division of Vocational-Technical Education of the Maryland State Department of Education; the Office of Articulation at the University of Maryland College Park; the Independent College and University Association; the Chesapeake and Potomac Association of Private Schools; St. Mary's College of Maryland; and Morgan State University. The purpose of this transmittal is to receive early comments about the proposed program.

INSTRUCTIONAL PROGRAM PROPOSAL SUBMISSION REQUIREMENTS

The timetable presented on page 1 of this Manual should be used if the college decides to prepare a formal Instructional Program Proposal. The procedures for submission are as follows:

a) The college completes the Instructional Program Proposal form provided in Appendix A and submits a detailed Market Analysis Survey. (See Appendix B.)

b) Proposals may be submitted to the SBCC on November 1 and May 1.

c) Five copies of the completed Instructional Program Proposal (Appendix A), including any associated options, must be submitted to the SBCC. Any supportive letters or other documents should be attached to the form as addenda and referenced in the proper space. If the program is intended for transfer, only three copies are required.

d) Two of the five copies, with all attachments, are required by the State Department of Education, Division of Vocational-Technical Education (DVTE) and must be submitted for funding eligibility under relevant Vocational Education Acts and the Maryland State Plan for Administration of the Vocational-Technical Education Programs. The DVTE also requires two copies of the DVTE Proposal Cover Page and the DVTE Assurances Page. To the entire packet should be attached one copy of the DVTE Proposal Transmittal Form (Appendix C). Original signatures must appear on the first page of all copies of the Instructional Program Proposal and the required DVTE cover sheets.

The SBCC will forward the cover sheets and two copies of the Instructional Program Proposal to the DVTE. The other two required copies are submitted to the MHEC.

FACTORS FOR EVALUATION OF INSTRUCTIONAL PROGRAM PROPOSALS

The factors to be used in the evaluation of the Instructional Program Proposal by the SBCC include but are not limited to:

a) Current and future availability of jobs for graduates of the program; salary levels of graduates.

b) Transferability of competencies and skills to related fields.

c) Student interest in the program.

d) Cost of the program, including need for new facilities and equipment, learning resources, and staff.

e) Impact of proposed program on similar programs at other colleges.

f) Articulation of the program with other secondary and post-secondary institutions.

g) Relationship of program to college's mission.

h) Compliance with minimum requirements for associate degree-granting institutions.

i) Methods for evaluating and marketing the program.

Following the initial review, the staff will analyze the viability of the program in view of the above factors. The fundamental and overriding question for occupational programs is whether appropriate student interest and employment opportunities can be documented. If the answer is negative or questionable, it is unlikely that any combination of the successive factors will overcome this shortfall. If workforce conditions and student demand, on the other hand, are strongly or moderately positive, additional attention will be focused on the factors of cost, impact, applicability of skills, transferability of competencies to other employment areas, articulation of the program, relationship of the program to the college's mission, compliance with minimum standards, evaluation processes, and marketing strategies.

Specific weights will not be placed on the individual factors once student interest and the labor market demand are documented. Rather, the SBCC staff will assess the totality of factors as they relate to the particular institution, its history, geography, size, and other approved programs.

After completing its review, the SBCC staff will develop recommendations for the State Board for Community Colleges. Advance copies of the recommendations will be provided to the presidents of the proposing institutions. Any college may comment on the impact of a particular proposal on its existing programs. Comments by other community colleges may be made in writing to the SBCC staff or directed to the State Board for Community Colleges when the Instructional Program Proposal is presented for discussion.

REVIEW AND APPROVAL PROCEDURES

These steps will be followed by the SBCC upon receipt of the Instructional Program Proposal:

a) The SBCC staff will review the Program Proposal.

b) The State Board for Community Colleges will take action and make a recommendation to the Maryland Higher Education Commission.

c) The SBCC will distribute copies of the Program Proposal to the MHEC and the DVTE staffs.

d) The MHEC will take final action on the Program Proposal.

e) The MHEC will notify the SBCC staff of the decision.

f) The SBCC Executive Director will notify the community college president of the MHEC action.

REVISIONS, OPTIONS, AND TRANSFER PATTERNS

A request for a revision and/or option to an existing program must be submitted to the SBCC staff for review and approval. The request may be submitted at any time. Transfer patterns do not need to be submitted to the SBCC for approval.

REVISIONS

Revisions of programs already in existence and previously reviewed by the appropriate State agencies require substantially less information than proposals for new programs. The following information is needed:

a) Three copies of a request for a program revision to an existing program should be submitted to the SBCC using pages A-1 through A-9 of the Instructional Program Proposal Form (Appendix A).

b) A cover letter indicating the rationale for proposing the revisions as well as an explanation of additional staff, equipment, facilities, and/or courses required to implement the revision must be submitted simultaneously with the request for revision.

c) If the program has been articulated with another institution, evidence should be presented that the proposed changes have been discussed with that institution.

Copies of approved revisions to occupational programs are forwarded to the DVTE.

OPTIONS

Options do not change the intent or the direction of an existing occupational program but rather provide an alternative to the student.

A request to add an option to an existing occupational program must be reviewed and approved by the SBCC staff. When the request is submitted, the college should provide the following information:

a) Three copies of a request for a program option to an existing program should be submitted to the SBCC using pages A-1 through A-14 of the Instructional Program Proposal Form (Appendix A).

b) A cover letter indicating the rationale for proposing the option as well as an explanation of additional staff, equipment, facilities, and/or courses required to implement the option must be submitted simultaneously with the request to add an option.

The decision to approve an option is based upon three factors:

a) Logical connection between the title of the option and the goals and content of the existing program. Students enrolled in the option should consider themselves as "majors" in the parent program with opportunities for some specialized training.

b) Extent of overlap between the occupational courses in the option and the parent program. As a general rule, there should be a 75 percent overlap between courses in the parent program and the option.

c) Number of courses in the option that are new to the college. A significant number of new courses suggests the college is entering a new program area, not expanding slightly a current program.

Options must be clearly listed as such in all college publications.

If the SBCC staff concludes that a proposed option represents a substantive departure from the goals and content of the existing curriculum, the college will be requested to prepare a full program proposal. Copies of approved options to occupational programs are forwarded to the DVTE. The Maryland Higher Education Commission is also informed of new options if these affect the MHEC Program Inventory.

TRANSFER PATTERNS

A transfer pattern is a recommended sequence of study that is developed from and is closely related to one of the following approved transfer programs: Arts and Sciences, Business Administration, Computer Science, Engineering, and Teacher Education. The pattern represents a specific set of courses for students wishing to pursue a particular "major" at a particular four-year institution. Since the General Studies transfer program is designed to provide students maximum flexibility in their curricular choices, no transfer patterns are permitted within this program.

Transfer patterns must be clearly marked as such in all college publications. If the college has articulated the transfer pattern with specific baccalaureate institutions, it is urged to include that information in the catalog. Transfer patterns do not need to be submitted to the SBCC for approval.

CHANGE IN TITLE

When a change in the title of an instructional program or option is desired, the college should send a letter to the SBCC explaining the rationale for the change as well as the impact of the change on the goals and the content of the curriculum. Changes in titles of instructional programs and options must be approved in writing by the SBCC.

The MHEC and the DVTE are notified when changes in titles of programs are approved.

DIRECTED TECHNOLOGY CERTIFICATE PROPOSAL

Maryland community colleges play an important role in statewide economic development efforts. Both credit and noncredit courses are offered to meet the specific training needs of business, industry, and government. However, requests for credit programs (and accompanying credentials) cannot always be met in a timely fashion since a minimum of one year is often needed for new program approval by the State Board for Community Colleges and the Maryland Higher Education Commission.

A Directed Technology Certificate can be proposed as a consequence of the college's instructional staff and business/industry/government representatives working together to design a sequence of courses that meets specific training objectives. Its purpose is to dramatically shorten the startup time for credit training programs and to provide a useful credentialing function for those desiring a formal college award. The Directed Technology Certificate can be awarded for successfully earning at least 12 credits but no more than 24 credits.

IMPLEMENTATION

The Directed Technology Certificate is a specialized learning program based on goal setting and directed learning activities to accomplish those goals. It is developed by colleges specifically for employer training needs. Each college must provide evidence of the following:

a) That written documentation exists that the curriculum for the Directed Technology Certificate has been developed in consultation with a specific employer(s) to meet specific training needs.

b) That the curriculum in the Directed Technology Certificate program has been reviewed by the appropriate curriculum approval bodies and administrative staff at the college.

c) That a content specialist will be assigned to ensure high standards.

d) That written documentation will be maintained at the college about the curriculum, including a statement of general program goals, specific learning objectives, courses and learning activities accomplished, and evaluation of outcomes.

e) That the certificate offered to graduates of the program will be in Directed Technology.

The Executive Director of the SBCC is delegated authority by the State Board and the Maryland Higher Education Commission to grant approval to offer a Directed Technology Certificate program for a period of no more than two years.

At the time a request is made for approval to offer a Directed Technology Certificate, the college will indicate in what specific curricular area the training will be offered. If the college wishes to offer more than one training program, then the college must seek formal approval for each additional training area.

SUBMISSION REQUIREMENTS

A request for approval to offer a Directed Technology Certificate can be submitted at any time. The following information is needed:

Three copies of the completed Directed Technology Certificate Proposal (Appendix D) and the required DVTE sign-off sheets (Proposal Transmittal Form, Proposal Cover Page, Assurances Page).

The SBCC will forward the sign-off sheets and two copies of the Directed Technology Certificate Proposal to the DVTE.

REVIEW AND APPROVAL PROCEDURES

After the SBCC staff reviews the proposal, the Executive Director will act upon the staff's recommendation and within 30 days inform the college of the decision. If the decision is made that the proposed certificate does not meet the specific criteria for this specialized training program, the SBCC staff will consult with the college and explore other avenues for meeting the employer needs.

INACTIVATING AND DISCONTINUING INSTRUCTIONAL PROGRAMS

INACTIVATING A PROGRAM

Should a college desire to inactivate a program rather than discontinue it, the college president may so request in writing to the Executive Director of the State Board for Community Colleges.

A program may remain inactive no longer than two academic years. At the end of the second year, definitive action must be taken on the program. The college may then request that the program be discontinued in accordance with provisions in this manual; or the president may forward a letter to the Executive Director of the State Board, requesting that the program be placed on active status. This letter must present the reasons for the program's activation. The SBCC staff will review the request and notify the college within 30 days of the action taken on the request.

DISCONTINUING A PROGRAM

Prior to discontinuing an instructional program, approval must be received by the college from the State Board for Community Colleges upon recommendation of the SBCC staff.

Appendix E of this manual presents the form for requesting discontinuance of an instructional program. A request to discontinue a program may be submitted at any time; however, adequate time for review and action by appropriate State agencies must be allowed prior to the college's planned date of discontinuance.

One copy of the form must be submitted to the SBCC staff. Following SBCC staff review, the request with staff recommendation will be forwarded to the State Board for Community Colleges for final approval.

After final action by the State Board, the SBCC will notify the Maryland Higher Education Commission of the proposed discontinuance and date of discontinuance. The SBCC will also notify the community college president and the DVTE.

STATEWIDE DESIGNATION

OVERVIEW

From their inception, Maryland community colleges have developed and implemented instructional programs designated primarily to serve the citizens of the political subdivision where each college is located. Initially, the majority of programs offered were oriented toward the traditional liberal arts and sciences and designed for transfer to four-year institutions. In the early 1960s, the community colleges began to develop increasing numbers of specialized technical programs designed to prepare students for immediate employment. The number of specialized occupational programs offered has increased so that Maryland community colleges currently offer an aggregate of over 300 occupational programs.

Many of these technical programs are justifiably duplicated by several community colleges because of large student enrollment and high employment availability. With the development of an increasing number of highly specialized technical programs, however, the duplication of certain programs by neighboring colleges, or colleges within a geographical region, may be prohibitively expensive to both the local political subdivision and the State.

Until 1982, guidelines provided for both regional and statewide programs. In 1982, the State Board for Community Colleges amended the guidelines to provide only a statewide classification. The change was made to ensure equal educational access to all Maryland residents regardless of political subdivision. Statewide designation is meant to include all political subdivisions except any that have the same program. In other words, statewide designation applies only to programs that are not available at the community college in the student's county of residence.

Generally, the responsibility for identifying and justifying statewide instructional programs proposed or in existence rests with the college offering or proposing the specific program. The college making the request for designation of a program as statewide signifies its interest and preliminary justification in a Letter of Intent. That Letter of Intent is circulated to all of the community college presidents for their reaction and comment. Since the designation of a program as statewide may involve accommodating additional students, the college should seek endorsement from its local board of trustees before submitting the formal proposal for statewide designation. The State Board for Community Colleges will, in the process of making a decision on statewide designation of a program, consider the impact on the State, the proposing college, and neighboring colleges.

From time to time the SBCC may identify a need for trained technicians in a specific occupational area or determine that certain programs are essential to the economic development of a regional market. In such cases, after consultation with the community college presidents, the Executive Director may make a recommendation directly to the Board for statewide designation.

In addition to the process outlined above, the SBCC may from time to time request that a program proposal being developed through the existing approval process be considered by the proposing college for submission as a statewide proposal.

The statewide designation process applies to both existing programs and new programs. Upon endorsement by the local board of trustees, the requesting institution petitions the State Board for Community Colleges to designate the program as statewide. This program, if so designated, is then eligible for out-of-county tuition reimbursement by the State.

GENERAL CRITERIA

Staff recommendations for statewide designation will be based upon:

a) The maximization of student access to instructional programs;

b) The ability of the college to accommodate additional students;

c) The need for additional students to sustain the program;

d) The unit cost of the program;

e) The uniqueness of the program; and

f) The current labor market demand for graduates of the program in the region.

When limited funds are available, priority will be given to programs that are unique, to programs that address employment shortage areas determined by appropriate State agencies, and to programs that are designed to meet the requirements of new technology-oriented State or regional industries.

The designation of an instructional program as statewide does not preclude any college from proposing the same program for its political subdivision. While the existence of the statewide program will be taken into account, the proposed program will be evaluated on its merits, considering the number of job openings, student demand, and cost.

If the State Board for Community Colleges determines there is no longer a need for a program to be designated as statewide, it may discontinue the designation. In such cases, students already enrolled in the program shall continue to receive a prorata reimbursement for the out-of-county tuition differential.

REVIEW AND APPROVAL PROCEDURES

If the college is initiating the request for statewide designation:

a) The college submits a Letter of Intent, including the rationale for proposing a statewide program.

b) The SBCC circulates the Letter of Intent to all community college presidents for their comments.

c) For existing programs, the college submits a Proposal for Designation of Statewide Instructional Program (Appendix F)

OR

For proposed new programs, the college initially requests statewide designation using the Instructional Program Proposal form and the Proposal for Designation of Statewide Instructional Program form (Appendices A and F).

d) A staff recommendation is made to the State Board.

e) The college president is notified of the SBCC action.

If the Executive Director of the SBCC is initiating the request for statewide designation:

a) The Executive Director determines that there is a need for trained technicians in a specific occupational area or that a certain program is essential to the economic development of a regional market.

b) The Executive Director consults with the community college presidents about the proposed statewide designation.

c) The Executive Director makes a recommendation to the SBCC.

d) The SBCC considers the recommendation.

e) The Executive Director notifies the college president of the State Board action.

DISTRIBUTION OF FUNDS

The procedures for distributing statewide program funds are presented in Appendix G.

PROGRAM EVALUATION SYSTEM

Since 1978, the State Board for Community Colleges has used the Maryland Community College Program Evaluation System to evaluate instructional programs. This system follows a two-step process. The first step is a quantitative review of community college program information by the State Board for Community Colleges. The second step is a qualitative assessment by the community colleges in response to specific questions raised by the State Board. The system was developed through the cooperative efforts of the community college presidents, deans, institutional research directors, and the SBCC staff. The fundamental premises of the system are that Maryland community colleges are striving to achieve program quality and that the colleges have the capacity for self-assessment with the courage to take action upon the results of such assessments.

QUANTITATIVE EVALUATION

The Program Data Monitoring (PDM) System is a computerized display of student, cost, and employment information for each program at each community college. A copy of a typical PDM printout is in Appendix H. Information is included in the following categories:

a) Name, status, and code numbers of the program

b) Enrollment and award data for six years

c) Enrollment and awards in similar programs at other colleges

d) Graduate follow-up data

e) Annual job openings regionally and statewide

f) Discipline credit hour and cost analysis data

Each Spring, an updated PDM printout is distributed to instructional deans and institutional research directors to verify the data. The SBCC staff then identifies several programs at each college that appear to be in some difficulty and in need of a qualitative evaluation. In general, selection is based upon enrollment, awards, and job placement, in that order. Discipline cost analysis data are used in the context of the overall discipline cost at the college and the average cost of the discipline at other colleges.

The selection of programs for a qualitative evaluation is assisted by indicators printed in the lower right corner of the PDM printout. The indicators represent criteria checks on certain data, such as, "Enrollment decreased at least 10 percent and by 10 students last year." These indicators were developed with the help of community college instructional deans and institutional research directors. The indicators are used by the SBCC staff to assist in selecting programs for a qualitative evaluation but are not the sole criteria for requesting a qualitative evaluation by the college.

The PDM indicators are:

a) Enrollment and Awards

No enrollment is indicated for the past two years

Enrollment decreased at least 10 percent and by 10 students last year

Three-year average full-time enrollment-to-award ratio more than twice the State ratio

No awards are indicated for the past two years

Awards decreased at least 10 percent and by 10 students last year

b) Employment

Less than 50 percent of the graduates employed in related full-time jobs

Satisfaction with preparation for employment 10 percent lower than for the State

Employment full-time in directly related job 10 percent lower than for the State

c) Transfer

Transfer rate 10 percent lower than for the State

Credit loss upon transfer 10 percent higher than for the State

Achievement of 3.0 GPA after transfer 10 percent lower than for the State

Transfer rate to related program 10 percent lower than for the State

Extreme satisfaction with transfer preparation 10 percent lower than for the State

d) Cost

Discipline cost at least 20 percent over statewide discipline cost

Discipline cost at least 40 percent over college average cost

Discipline cost increased at least 20 percent last year

Cost exceeds average college cost by 25 percent and enrollment less than 30 students

24.

e) Student Satisfaction and Other Criteria

Less than 70 percent of graduates achieved their goal

Satisfaction with instruction 10 percent lower than for the State

Goal achievement 10 percent lower than for the State

Further student follow-up suggested

QUALITATIVE EVALUATION

The SBCC staff constructs questions to be addressed in the qualitative evaluation. For example, "What factors account for declining enrollment in this program?" Upon approval by the State Board for Community Colleges, the questions are sent to each college president. The presidents are encouraged to involve faculty members in the evaluation process, which may incorporate mail or telephone surveys, additional analysis of existing follow-up data, or analysis of student transcripts. The college is encouraged to use the program advisory committee to help evaluate the program and recommend specific actions that might be taken.

The colleges conduct the qualitative evaluations, respond to the questions raised, and submit reports to the SBCC. The SBCC publishes a report of all questions and responses. This report generally includes a statewide analysis of one program that is offered at most of the community colleges. Recent statewide analyses have dealt with Data Processing, Nursing, and General Studies. The complete report is distributed to the community colleges; the Maryland Higher Education Commission; the State Department of Education, Division of Vocational-Technical Education; and the State Council on Vocational-Technical Education.

SUMMARY OF PRODUCTS

February	The SBCC updates the PDM System for each community college instructional program using data submitted by the colleges.
March	The PDM System printout for each college is sent to each college for verification of data.
June	The State Board for Community Colleges receives staff recommendations about programs that are to receive a qualitative evaluation, including questions to be asked about each program designated for evaluation. The State Board acts on the recommendations.
	The Executive Director of the SBCC notifies the colleges in writing of those programs for which a qualitative evaluation is requested. Specific questions related to each program are raised.

January 15	The college sends the qualitative program evaluations to the SBCC. The responses must include answers to the questions raised as well as specific actions to be taken by the college regarding the program(s).
February/ April	The SBCC staff reviews the responses submitted by the colleges and compiles a report for the community college system. Copies of the program evaluation report are sent to the Maryland Higher Education Commission; the Maryland State Department of Education, Division of Vocational-Technical Education; and the State Council on Vocational-Technical Education.

INSTRUCTIONAL PROGRAM PROPOSAL

MARYLAND COMMUNITY COLLEGES

The information and estimates contained herein are complete and accurate to the best of my knowledge. The offering of the proposed instructional program is consistent with the college's annual and long-range plans.

Signed:

_____ _____
President Date

Action requested:

[ ] New program
[ ] Option to existing program
[ ] Revision to existing program
[ ] Revision to existing option

+ +

A - PROGRAM DESCRIPTION

1. Community college: _____

   Program title: _____

   Option title (if applicable): _____

   Date approved by college board of trustees: _____
   (Revisions/options do not require Board approval)

   Proposed implementation date: _____

   Program code: HEGIS _____ CIP _____

   Level and type of award (check as appropriate):

   [ ] AA Degree [ ] Certificate [ ] Transfer [ ] Occupational

   Campus contact: _____

2. Is this program being submitted as a statewide program?

   [ ] Yes [ ] No If Yes, also complete the statewide program form (Appendix F).

3. Write a brief catalog-style program description. Give a separate description for any option.

4. Describe how this program fits into the college's overall mission.

5. Has this program or any of the courses of this program been offered in the noncredit area? If yes, explain.

6. Identify special program requirements.

a) Are there unique program admission requirements (in addition to those of general college admission) that the student must meet?

[ ] Yes [ ] No If Yes, list.

b) Is a work experience, practicum, internship, or field project required in this program?

[ ] Yes [ ] No If Yes, give details. If experience is organized as a course or courses, provide a brief description, including number of credits and contact hours, for each course.

c) Is specialized professional accreditation required or available for the program?

[ ] Yes [ ] No If Yes, give details, including the name of the accreditation group and whether or not college will seek such accreditation.

d) Is a certificate or license required of the program graduate prior to employment?

[ ] Yes [ ] No If Yes, give details.

7. Determine advanced placement information.

a) Can part of this program be satisfied by the student through advanced placement, credit by examination, or prior experience?

[ ] Yes [ ] No If Yes, give details.

b) Can the entire program be completed by part-time students?

[ ] Yes [ ] No If No, explain.

COMPLETE FOR ASSOCIATE IN ARTS DEGREE PROGRAM

8. List all courses in the program.

Mark all new courses with *.

Mark all occupational courses with O.

Mark all courses designated as meeting the required 20 credit hours of core arts and sciences of the Maryland Higher Education Commission's *Minimum Requirements for Associate Degree-Granting Institutions* with "GE".

NOTE: No less that 60 nor more than 70 credit hours may be required for an associate in arts degree program, excluding remedial and orientation courses.

One semester hour of credit is awarded for:

- o A minimum of 15 hours (50 minutes each) of actual class time;
- o A minimum of 30 hours (50 minutes each) of supervised laboratory or studio time;
- o A minimum of 45 hours (50 minutes each) of instructional situations, such as practica, internships, and cooperative education placements.

Total Credits Required in AA Program . . . . . _____

Course Number	* and GE and O	Course Title	Total Semester Credit Hours	Semester Lecture Hours	Semester Laboratory/ Intern/ Clinical/ Co-op Hours

COMPLETE FOR CERTIFICATE PROGRAM

9. List all courses in the program.

   Mark all new courses with *.

   Mark all occupational courses with O.

   NOTE: A minimum of 12 credits, exclusive of remedial and orientation courses, are required for a certificate program.

   One semester hour of credit is awarded for:

   - o A minimum of 15 hours (50 minutes each) of actual class time;
   - o A minimum of 30 hours (50 minutes each) of supervised laboratory or studio time;
   - o A minimum of 45 hours (50 minutes each) of instructional situations, such as practica, internships, and cooperative education placements.

Total Credits Required in Certificate Program . . . . . _____

Course Number	* and O	Course Title	Total Semester Credit Hours	Semester Lecture Hours	Semester Laboratory/ Intern/ Clinical/ Co-op Hours

10. Provide a catalog description for each new course. If no new courses are being developed for this program, explain why.

B - GOALS AND OBJECTIVES

1. State the general goals of the program. These goals should be limited in number (3-5) and relate directly to the catalog description. They should be stated in terms of program accomplishments.

2. State the specific objectives of the program. These objectives (8-10) should be stated in terms of student learning outcomes that demonstrate achievement of goals.

C - JUSTIFICATION OF PROGRAM

1. Describe briefly the origin of and need for this program.

2. Present evidence of the program advisory committee's involvement in the development of this program. For example, a copy of the minutes from the most recent meeting of the advisory committee or a DACUM chart could be attached.

3. List the names and job titles and/or organizational affiliation of the members of the program advisory committee.

NOTE: Items 4c through 9 apply to occupational programs and options only.

4. a) Provide evidence of student interest in the program. Such evidence might include credit or noncredit courses successfully offered in the field, surveys of local high school students, surveys of students enrolled at the community college, or surveys of public interest.

b) Student interest. Based on your assessment of potential student interest, enter estimated total enrollment for each of the first three years of the program.

Fall Enrollment	Year First 19 __	Second 19 __	Third 19 __
Full-time	_____	_____	_____
Part-time	_____	_____	_____

c) Estimate the percentage of students enrolled in the program that will be non-degree seeking, that is, taking courses to upgrade their occupational skills or for personal enrichment.

_____ %

5. a) Employment needs. Based on information available from the Department of Economic and Employment Development and other sources, such as trade and professional associations, provide estimates of State and local employment needs appropriate to the proposed program (number of openings due to growth and separations). See Appendix B. Attach a completed copy of the Market Analysis Survey; show the number of respondents and the response rate. A Market Analysis Survey is not required for an option.

Projected Average Annual Job Openings	Year For one Year	For five Years
State	_____	_____
Regional (adjacent counties)	_____	_____
Local (service area)	_____	_____

b) Source of above information. Include name of publication, date, publisher, and name(s) of occupations represented in the data.

6. Provide the projected average annual salary data for a program graduate.

Time Period	Average Annual Salary
Beginning	$_____
After two year's experience	$_____

7. Describe the method by which the data in item 6 were obtained.

8. List the job titles for which students will be prepared.

9. List alternative fields of employment into which students who complete this program may enter if job opportunities in this program area are unavailable.

10. Student success indicators.

a) Estimate the number of certificates or degrees to be awarded from the program for the first three fiscal years of the program and enter below.

	Fiscal Year		
Projected Graduates	First 19___	Second 19___	Third 19___
Associate degree	_____	_____	_____
Certificate	_____	_____	_____

b) Estimate the percentage of students who will fall into the various categories that measure employment, transfer status, and satisfaction. This estimate will be compared with data gathered from the statewide graduate follow-up study conducted ten months after graduation.

Criteria	Graduate Follow-Up Study
	%
1) Estimate the percentage of program graduates that will be employed full-time in a job related to their program of study within one year after graduation.	_____
2) Estimate the percentage of program graduates that will be employed part-time in a job related to their program of study within one year after graduation.	_____
3) Estimate the percentage of program graduates that will have transferred to a senior institution within one year after graduation.	_____

D - ARTICULATION

1. From information obtained from the SBCC and other sources, provide the following data for similar programs.

Name of Community College or Other Institution	Program Title	Current Enrollment	Annual Number of Graduates

2. Describe any efforts made to work out cooperative program arrangements with any of the institutions listed above.

3. List contacts made with local secondary school systems, licensing agencies, and private career schools for purposes of program articulation and/or cooperative arrangements. Give details where firm commitments or contracts have been made.

4. Describe the contacts made with public senior institutions and, where applicable, with private senior institutions to articulate this program. Give details of the results of such efforts.

E - IMPACT OF THE PROGRAM

1. Explain any modifications to existing programs which the proposed program would cause, such as termination of employees, sharing of equipment, or enrollment changes.

F - TITLE IX IMPACT

1. What affirmative steps will be taken to ensure that sex bias, sex discrimination, and sex stereotyping will not be associated with this program?

G - RACIAL IMPACT

1. Specify the expected result this program will have on enabling the institution to meet the goals of the *Maryland Plan To Assure Equal Postsecondary Educational Opportunity.*

H - REQUIREMENTS FOR IMPLEMENTATION

1. Describe the adequacy of the faculty to offer this program. Indicate how the program will be administered and whether any new full- or part-time faculty will be employed for instructional purposes.

2. Describe the adequacy of the staff to ensure administrative and supervisory support for the program and to provide academic support services for students in this program, e.g., career planning, placement, tutoring, supplemental instruction.

3. Describe the adequacy of current facilities, supplies, equipment, library holdings and other learning resources appropriate for this program. Provide a description of new equipment that will be needed. If new or renovated facilities are required, provide details, e.g., estimated square footage, cost.

4. If any facilities or equipment, e.g., clinical facilities and equipment, are available off campus to support this program, please describe.

5. Current college full-time equivalent student cost.

$_____

6. a) Are funds outside the college's operating budget available from public or private sources to support the new program?

[ ] Yes [ ] No If Yes, detail below.

b) Does the college intend to enter into a contractual agreement with any organization or institution that offers instruction leading to the generation of credit in this program that will be submitted for State aid?

[ ] Yes [ ] No If Yes, explain.

7. Projected program resources and discipline costs. The number of personnel and the compensation required for this program are displayed cumulatively on this table. For example, if one administrator is added the first fiscal year, then that position and compensation are shown in each of the three years. In brackets, indicate number of employees.

Projected Program Resources	Fiscal Year First 19 ____	Second 19 ____	Third 19 ____
1. Administrators and compensation	[ ] $	[ ] $	[ ] $
2. New full- and part-time faculty and compensation	[ ] $	[ ] $	[ ] $
3. Support staff and compensation	[ ] $	[ ] $	[ ] $
4. Faculty reassigned from other programs and compensation (prorate as needed)	[ ] $	[ ] $	[ ] $
5. Costs for supplies and equipment	$	$	$
6. Total direct costs (add lines 1-5)	$	$	$
7. Total operating costs (line 6 X 2)	$	$	$
8. Number of FTE generated in this discipline only			
9. Cost per FTE this discipline (line 7 ÷ line 8)	$	$	$
10. Cost for new facilities	$	$	$

NOTES:

- Use decimal equivalents when necessary to show the fraction of a current faculty member's load that will be applicable to this program.
- Use constant dollars. Do not increase compensation to account for inflation in years 2 and 3. Compensation includes salary and fringe benefits.
- In line 7, a multiplier of 2 is used to approximate total costs because indirect costs are generally about 50 percent of total costs. If a more exact multiplier is available, use it.
- In line 8, "this discipline" refers to courses in the discipline corresponding directly to the program; for example, accounting courses in an accounting program. It should reflect the numbers projected in item 4-B. Line 9 does not represent program cost.

48.

I - PROGRAM EVALUATION

1. Describe how and when the college will evaluate the success of the program in relation to the stated goals of the program.

J - PROGRAM PROMOTION

1. Describe how the college will promote and market this program, especially to minority and nontraditional students.

K - OTHER COMMENTS

B-0

INSTRUCTIONS FOR COMPLETING THE MARKET ANALYSIS SURVEY

1. If the college has an Office of Institutional Research, the faculty and/or administrators responsible for conducting the survey should work closely with that office in the development of the survey instrument.

2. It is recommended that the survey be accompanied by a cover letter signed by the President indicating the purpose of the survey and the requested return date.

3. If the program title or the educational objectives are not commonly understood, descriptive information about the proposed program should be included with the survey request.

4. Normally, the market analysis survey should be limited to the college's local service area. However, if the survey is distributed regionally or statewide, the results should be reported by category.

5. The college is encouraged to work with representatives from business and industry and professional associations to identify those respondents who would most likely provide the most accurate information on current and future employment needs.

6. The questions in the market analysis survey are designed to provide the type of employment information requested by the State Board for Community Colleges and the Maryland Higher Education Commission at the time the program is presented for approval. Modifications for the sake of clarification or additions to the survey may be made at the institution's discretion, but the substance of the questions should remain.

7. The results of the survey should be summarized on the forms provided in B-1, B-2, B-3, and B-4.

B-1

MARKET ANALYSIS SURVEY

_____ COLLEGE

The purpose of this survey is to help _____ College determine the need for a _____ program. (A brief description of the program is attached.)

1. Respondent's name _____ Phone No. _____
2. Firm/organization _____
3. Address _____
4. Position with firm/organization _____
5. Employment profile:

   How many positions do you have in the areas listed below that would require LESS THAN A BACHELOR'S DEGREE BUT SOME POST-HIGH SCHOOL ACADEMIC PREPARATION?

Job Areas	Current No. of Personnel	Projected Openings for Next Year (Turnover and New)	Projected Openings for Five Years (Turnover and New)

6. Please list other related current or future job titles that are of importance to your organization that would require LESS THAN A BACHELOR'S DEGREE BUT SOME POST-HIGH SCHOOL ACADEMIC PREPARATION:

   _____

   _____

   _____

MARKET ANALYSIS SURVEY

7. Which of the job titles will be most in demand (most difficult to recruit and hire) over the next 3-5 years?

   Job titles: _____

   _____

   _____

   _____

   _____

8. Within the job descriptions for the positions that require less than a bachelor's degree, is an Associate in Arts degree/Certificate mentioned as a promotion criteria?

   [ ] Yes [ ] No

   If "no," why not? _____

   _____

   _____

   _____

   _____

9. Personnel profile:

   A. How many employees do you estimate would benefit from the training provided in the proposed program? _____

   B. Would you encourage through schedule adjustment, released time, tuition reimbursement, or other means of financial support employees in your firm/organization to enroll in a _____ Associate in Arts degree/Certificate **program**?

      [ ] YES [ ] NO

   C. Would you encourage employees in your firm/organization to enroll in selected _____ **courses** to upgrade their skills or to increase the opportunity for advancement?

      [ ] YES [ ] NO

   D. Would you consider giving preference to an applicant possessing an Associate in Arts degree/Certificate in _____?

      [ ] YES [ ] NO

MARKET ANALYSIS SURVEY

E. Would you be willing to hire students under a work study (cooperative education) arrangement?

[ ] YES [ ] NO

F. Would you be willing to enter into an agreement for placement of graduates?

[ ] YES [ ] NO [ ] Depends on certain conditions

If you checked "Depends on certain conditions," please describe the conditions.

_____

_____

_____

_____

_____

10. Salary data:
(This information will be held in strictest confidence and only be used to determine area industry average.)

A. What would be the beginning annual salary for someone with an Associate in Arts degree/Certificate in _____?

$_____

B. What would be the annual salary for someone with an Associate in Arts degree/Certificate in _____ and two years of experience with your firm/organization?

$_____

11. Would you be interested in receiving additional information about this program?

[ ] YES [ ] NO

MARKET ANALYSIS SURVEY

12. Would you be willing to participate in discussions about the development of this program?

[ ] YES [ ] NO

Please comment: _____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE.

PLEASE RETURN THIS SURVEY TO:

_____ College

Attention: _____

_____

_____

_____

C-1

PROPOSAL TRANSMITTAL FORM

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201

This form will serve as an acknowledgement of receipt of the proposal by DVTE. A copy of this page will be returned to the eligible recipient upon receipt of the proposal.

SECTION I - TO BE COMPLETED BY ELIGIBLE RECIPIENT

STATE PLAN ACTIVITY NUMBER (Grants Only): _____

PROGRAM/PROJECT TITLE: _____

CIP CODE (if applicable): _____

LOCAL APPLICATION COORDINATOR: _____

SUBMITTING AGENCY (name and address): _____

_____

_____

NAME and ADDRESS (Where receipt of proposal notice is to be sent if different than local application coordinator.):

_____

_____

SECTION II - TO BE COMPLETED BY MSDE/DVTE

DATE RECEIVED BY SUPPORT SERVICES BRANCH _____

CONTROL NUMBER _____ FOR FISCAL YEAR _____ STATE PLAN NUMBER _____

QUESTIONS REGARDING THE STATUS OF THIS PROPOSAL SHOULD BE DIRECTED TO

_____, REGIONAL COORDINATOR,

TELEPHONE _____.

_____
CHIEF, SUPPORT SERVICES BRANCH, DVTE

MSDE-VTE-203-07-9/85
Part I

57.

PROPOSAL COVER PAGE

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
MARYLAND STATE DEPARTMENT OF EDUCATION
200 West Baltimore Street
Baltimore, Maryland 21201

This agreement is between the Division of Vocational-Technical Education, Maryland State Department of Education and the following eligible recipient.

Institution/Agency Name _____

Institution/Agency Address _____

_____ Institution/Agency Code _____

Program/Project Title _____

Starting Date _____ Ending Date _____

Name of Program/Project Director _____ Phone _____

Address _____

Level(s) (check as appropriate)

_____ Secondary _____ Postsecondary _____ Adult _____ Other (specify) _____

Estimated Annual Cost of Program/Project - Federal (P.L. 98-524) _____

State Categorical _____

State/Local _____

Other _____

Total _____

Local Application Reference _____

Type of Proposal/Project (check one) _____ New _____ Revised _____ Amendment

Signature of Local Application Coordinator _____

Signature of Vocational Administrator/Occupational Dean _____

DVTE USE ONLY

FUNDING SOURCE (check)

Title II

Part A - Vocational Education Opportunities
_____ Handicapped
_____ Disadvantaged
_____ Adult, Vocational
_____ Single Parent/Homemaker
_____ Sex Equity
_____ Incarcerated

Part B - Program Improvement, Innovation & Expansion
_____ Prog. Imp. Innov., & Expan.
_____ Personnel Development
_____ Technical Assistance
_____ Curriculum Development

Title III

_____ Part A-Community-Based Organizations
_____ Part B-Consumer and Homemaker
_____ Part C-Adult Training, Retraining and and Employment Development
_____ Part D-Guidance and Counseling
_____ Part E-High Technology

Other

_____ State Categorical
_____ Other (Specify)

APPROVED FUNDS - Federal _____
State Categorical _____
Total Amount _____

Control No. _____
Source of Funds FY _____
Approved for FY _____
CIP No. _____

Signature, Assistant State Superintendent, Vocational-Technical Education Date

MSDE-VTE-203-07-9/85
Part II

ASSURANCES

The agency chief executive officer certifies that:

1. A copy of this approved contract will be maintained on file at the agency's central office and at the location for which this contract was approved.

2. The agency's program administrator(s) and other persons, including instructors, concerned with the operation of this program are aware of the program requirements as described in this proposal.

3. The program/project will comply with Title VI and VII of the Civil Rights Act of 1964 (P.L. 88-352), Section 901 of Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). The recipient does not discriminate on the basis of race, national origin, color, sex, or handicapping conditions in educational programming or employment practices. Further, the agency agrees to comply with guidelines established by the U.S. Department of Education, Office of Civil Rights, (34 C.F.R. Part 100).

4. All funds attributable to this program will be expended and accounted for according to state and federal laws, rules and regulations, and the administrative provisions of the State Plan. Access to all records and documents related to these funds is granted.

5. The recipient agrees to establish and maintain fiscal control and fund accounting procedures, as set forth in EDGAR 34 C.F.R. Part 74, and COMAR in order to ensure proper disbursement of, and accounting for, federal and state categorical funds for the program purpose. Funds in the amount stated on the grant award will be expended in accordance with the funding source.

6. The recipient agrees to repay any funds which have been finally determined through the federal or state audit resolution process to have been misspent, misapplied, or not properly accounted for otherwise.

_____ _____

Signature, Agency Chief Executive Officer | Date

_____

Institution/Agency Name

Note: This page must accompany the Proposal Transmittal Form and the Proposal Cover Page.

DVTE USE ONLY
Control Number
Approved For FY

MSDE-VTE-203-07-9/85
Part III

D-1

DIRECTED TECHNOLOGY CERTIFICATE PROGRAM PROPOSAL

MARYLAND COMMUNITY COLLEGES

The information contained herein is complete and accurate to the best of my knowledge. I understand that this program is designed specifically for employer training needs and that approval to offer this program will be granted for a maximum of two years. If a training need continues beyond the second year, the college will seek to have the area/curriculum approved as part of its regular program inventory.

Signed:

_____ _____
President Date

+ +

1. Community college: _____

   Program title: Directed Technology

   Training area/curriculum: _____

   Date approved by college board of trustees: _____

   Proposed implementation date: _____

   Program code: HEGIS 5600-01 CIP _____

   Level and type of award:

   [ ] AA Degree [X] Certificate [ ] Transfer [X] Occupational

   Campus contact: _____

2. Write a brief general catalog-style description of the Directed Technology Certificate program. Provide a separate description for the specific training area that is being proposed.

3. Describe the curriculum review and approval process that will be used at the college for the training area that is proposed within the Directed Technology program. Please attach appropriate college policies and procedures where possible.

4. State the general goals and specific objectives for the training area within the Directed Technology program.

5. List all courses in the training area.
   Mark all new courses with * and attach a catalog course description.
   Mark all occupational courses with O.
   No less than 12 nor more than 24 credit hours may be required for a Certificate in Directed Technology.

Total Credits Required in Directed Technology Program . . . . . _____

Course Number	* and O	Course Title	Total Semester Credit Hours	Semester Lecture Hours	Semester Laboratory/ Clinical Hours

6. Describe the approach the college will take in designating the instructional and administrative staff for the training area within the Directed Technology program to ensure that the program is of high quality. Will full-time faculty be used? Adjunct faculty? Who will coordinate the program?

7. Describe the procedures that will be used to register students, to report enrollments and awards, to track student progress, and to conduct follow-up studies on the training area within the Directed Technology program. Who will be responsible? Where will records be kept?

8. List the employers (business, industry, government) for whom the training area within the Directed Technology program is being developed.

9. Present evidence of the program advisory committee's involvement in the development of the training area. For example, a copy of the minutes from the most recent meeting of the advisory committee or a DACUM chart could be attached.

10. Describe how and when the college will evaluate the success of the training area within the Directed Technology program in relation to the stated goals.

E-1

REQUEST FOR PROGRAM DISCONTINUANCE

MARYLAND COMMUNITY COLLEGES

The information and estimates contained herein are complete and accurate to the best of my knowledge. The discontinuance of the designated program is consistent with the college's annual and long-range plans.

Signed: _____ _____

President Date

+ + + + + + + + + + + + + + + + + + + +

A - PROGRAM DESCRIPTION

1. Community college: _____

   Program title: _____

   Option title(s) (if any): _____

   Year of implementation: _____

   Proposed date of discontinuance: _____

   Program code: HEGIS _____ CIP _____

   Level and type of award (check as appropriate):

   [ ] AA Degree [ ] Transfer [ ] Option(s)

   [ ] Certificate [ ] Occupational [ ] Statewide

   Campus contact: _____

1. What was the rationale for the original implementation of this program?

2. What are the reasons for discontinuance?

3. Indicate enrollment for the current year and prior three years.

	Prior Year			Current Year
Fall Enrollment	First 19 __	Second 19 __	Third 19 __	19 ____
Full-time	_____	_____	_____	_____
Part-time	_____	_____	_____	_____

4. What provisions will be made for students currently enrolled in the program to complete the program?

5. What will be the status of faculty and staff currently working in this program area?

6. What use will be made of any special facilities or capital equipment currently utilized in this program?

7. What is the impact on minority enrollment of discontinuing the program?

8. What will be the financial impact of discontinuance? Loss of income? Savings or expenditures?

F-1

PROPOSAL FOR STATEWIDE DESIGNATION

MARYLAND COMMUNITY COLLEGES

The information and estimates contained herein are complete and accurate to the best of my knowledge. The offering of this statewide instructional program is consistent with the college's annual and long-range plans.

Signed: _____ _____

President Date

+ + + + + + + + + + + + + + + + + + +

A - STATEWIDE PROGRAM DESCRIPTION

1. Community college: _____

Statewide program title: _____

Date endorsed by college board of trustees: _____

Proposed implementation: _____

Original date of program implementation: _____

Program code: HEGIS _____ CIP _____

Level and type of award (check as appropriate):

[ ] AA Degree [ ] Transfer [ ] New Program

[ ] Certificate [ ] Occupational [ ] Existing Program

Campus contact: _____

2. Write a brief statement of the rationale for requesting statewide designation.

B - JUSTIFICATION FOR STATEWIDE PROGRAM

1. Project below the student enrollment which could or can be accommodated in this statewide program.

Enrollment from THIS Political Subdivision

Fall Enrollment	Year First 19___	Second 19 ___	Third 19___
Full-time	____	____	____
Part-time	____	____	____

Enrollment from OTHER Political Subdivisions in the State

Fall Enrollment	Year First 19___	Second 19 ___	Third 19___
Full-time	____	____	____
Part-time	____	____	____

2. a) List the number of projected job openings in your subdivision and statewide.

Average Annual Job Openings	
Local	_____
Statewide (including local)	_____

b) Source(s) of data for a) above.

3. Indicate enrollment for the current year and prior three years if this is an existing program.

	Prior Year			Current
Fall Enrollment	First 19 __	Second 19 __	Third 19 __	Year 19 __
Full-time	_____	_____	_____	_____
Part-time	_____	_____	_____	_____

C - FINANCIAL INFORMATION

1. Unit cost information.

Unit cost	Prior Fiscal Year 19 __	Current Fiscal Year 19 __
Collegewide cost per FTE	$_____	$_____
Estimated cost per FTE, this discipline	$_____	$_____

2. Explain the specialized nature of faculty, staff, facilities, and capital equipment currently being used by the college in this program area.

D - SPECIALIZED SERVICES

1. Note any particular feature(s) of the local and State economy, labor force, geography, communication, transportation, or other conditions that should be taken into account in this program.

2. Demonstrate specific articulation that has been sought with other similar program offerings in the State (secondary, postsecondary, four-year, and private institutions).

3. What specific services will the college provide students in seeking nearby off-campus housing and serving the needs of a non-local population?

4. What opportunities are available locally for clinical experience, on-the-job training, and other relevant work experience?

5. What strategies will the college use to promote the designation of this program as statewide?

DISTRIBUTION OF STATEWIDE INSTRUCTIONAL PROGRAM FUNDS

MARYLAND COMMUNITY COLLEGES

1. It is the responsibility of the community colleges to inform students about the availability of statewide instructional programs. Many community college catalogs give the complete list of such programs so that students may take advantage of the system.

2. Students who wish to enroll in a statewide instructional program register at the college having the program, paying the out-of-county tuition rate.

   Only students who meet the following criteria are eligible for out-of-county tuition reimbursement:

   a) The student must be enrolled in an approved statewide program.

   b) The student must be a Maryland resident.

   c) The student must not be a resident of the regular service area of the college.

   d) The program must not be available in the student's county of residence.

3. It is suggested that each college with a statewide program provide eligible students with a statement to be signed about the provisions of the statewide funding system. The following is a sample statement.

   "I understand that I am enrolling in a statewide instructional program as an out-of-county student and will receive a prorata reimbursement for out-of-county tuition. If sufficient funds are not available, the amount of reimbursement may not be equal to the amount of out-of-county tuition."

   _____ _____

   Signature *Date*

4. During the Fall and Spring semesters, the college submits the SBCC-CC-2A form along with the SBCC-CC-2 form in order to request funds for the program. Reimbursement for Summer students is requested at the same time that reimbursement for the Fall students is requested. The cutoff date for enrollment and the due date for submitting the CC-2A form is the same as that for the CC-2. Unless otherwise specified, all credits taken by a student enrolled in a statewide program are eligible for reimbursement.

5. If the program is fully funded, the State Board for Community Colleges will disburse funds to the colleges in the following manner.

   o Fall term. The total dollars requested will be calculated. If that amount is less than one-half of the amount of statewide funds available, each college will be reimbursed for the total amount requested on the CC-2A form. If the total amount requested is more than one-half of the funds available, then each college will receive a prorata share based on one-half of the amount available.

     Thus, a college requesting $2,000 would be reimbursed on the basis of $2,000/D times one-half of the total State appropriation, where D equals the total dollar amount requested by all colleges for the Summer and Fall terms.

   o Spring term. If the total amount requested is less than the unexpended funds, each college will be reimbursed for the amount requested on the CC-2A form. If the total amount requested exceeds the amount available, then each college will receive a prorata share based on the remaining statewide funds.

     Remaining funds not allocated to the colleges in the Spring semester will be distributed to colleges for any underfunded Fall semester students.

6. Students are then reimbursed by the college on a prorata basis according to total credit hours enrolled as of the end of the third week of classes; in the case of Summer sessions, the point of measurement is 20 percent of the academic session.

   Thus, an eligible student completing 13 credit hours would be reimbursed on the basis of 13/C, where C is the total number of credit hours completed by all eligible students in statewide programs of the college during that semester.

ENROLLMENT REPORT FOR STATEWIDE PROGRAMS
MARYLAND COMMUNITY COLLEGES

_____ Community College

Semester: Fall ____ Spring ____ Summer ____ Other ____

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Student Name and Social Security No.	County of Residence	Name of Program	Credit Hours	Tuition Differential Per Credit Hour	Col. 4 x Col. 5

Appendix H

PROJECTED PROGRAMS

MARYLAND COMMUNITY COLLEGES

This form is to be used for projected new instructional programs. It is to be completed annually and submitted to the State Board for Community Colleges no later than December 1.

Signed:

_____ _____ _____

President Date Community College

+ + + + + + + + + + + + + + + + + + +

Program Title	Estimated Enrollment	Program Title	Estimated Enrollment
First Year - Fall ____		Second Year - Fall ____	
3 to 5 years - Fall ____ to Fall ____			

83.

GUIDE FOR USERS
OF THE PROGRAM DATA MONITORING SYSTEM PRINTOUT

The State Board for Community Colleges Program Evaluation System involves two steps: quantitative evaluation of each program each year by the SBCC and a qualitative evaluation of selected programs each year by the community colleges. The following information is provided to assist in the interpretation of data on the Program Data Monitoring (PDM) System printout.

Program Number and College Program Title. These items are taken from the current SBCC Program Inventory. Data related to program "options" are included as part of the overall program.

Enrollment and Awards. Enrollment and awards data are obtained from the Enrollment Information System (EIS) data tapes and from the Degree Information System (DIS) data tapes. The "FT ENR-TO-AWARD RATIO" is derived by taking one-half of the full-time enrollment in a given year and dividing that figure by the number of graduates two years later. For example, a program that had 88 full-time students in 1986 and 37 graduates in 1988 would have a ratio of 1:1. All student and discipline cost information on the PDM printout is submitted by the colleges and changes are not made to that data without consulting the college.

Similar Programs. Enrollment and award data from the most recent year are shown for each college having the same program in order to show the scope of the programs at other colleges.

Student Follow-up Studies. Student follow-up studies are conducted jointly by the colleges and the SBCC with the colleges responsible for mailing the questionnaires to students. The column "1986 Graduates" refers to a study of all graduates of fiscal year 1986 surveyed in Spring 1987. The response rate among graduates actually receiving the questionnaire is shown. The column "1988 Graduates" refers to a similar survey conducted in 1989. The percentage that "began present full-time job after leaving college" can be used to determine the extent to which a program prepares persons for new employment or provides upgrading to persons already employed. For transfer programs, there is a different data display to reflect variables more relevant to transfer. Graduate follow-up data are generally not interpreted when there are less than 10 respondents. However, since the questionnaires were similar in both follow-up studies, the results from the two studies can be combined, if necessary, to get a more reliable picture of the graduates.

Projected Job Openings. The data are from the Maryland Department of Economic and Employment Development. The projections include openings due to growth and labor force separations.

85.

Discipline Credit Hour Cost. Data are shown as reported in the SBCC Discipline Cost Analysis (DCA) report. The discipline cost analysis accounts for all expenditures at the colleges (including federal) and attributes them to direct costs, other direct costs, and indirect costs. Direct costs are a function of the faculty salary and class size in a discipline. Other direct costs include supplies and materials related to the teaching of that discipline. Indirect costs include general administration costs, including the library and student services. Indirect costs are applied to all courses in proportion to the number of full-time equivalent students in the course. The discipline costs for all general education disciplines are combined as shown on the page for General Studies (4950-01). Discipline costs are presented at the six-digit HEGIS program level. The percentage change over a four-year interval is shown and the Higher Education Price Index is printed. These provide a context for interpreting the discipline cost data. Student Credit Hours refers to a count of all credit hours taught for that discipline. It is taken from the Discipline Cost Analysis report submitted by the college.

Procedure for Program Evaluation. Each Spring the updated PDM printout is distributed to institutional research directors to verify the data. The SBCC staff then identifies several programs at each college that appear to be in some difficulty and in the need of a qualitative evaluation. In general, selection is based upon enrollment, awards, and job placement, in that order. Discipline cost information is used in the context of the overall discipline cost at the college and the average cost of the discipline at other colleges.

The selection of programs for a qualitative evaluation is assisted by indicators shown in the lower right corner of the PDM printout. The indicators represent criteria checks on certain data such as "Enrollment decreased at least 20 percent and by 10 students last year." The indicators were established with the help of community college instructional deans and institutional research directors. The indicators are used by the SBCC staff to assist in selecting programs for a qualitative evaluation but are not the sole criteria for requesting a qualitative evaluation by the college.

The SBCC staff constructs questions to be addressed in the qualitative evaluation. Upon approval by the State Board for Community Colleges in June, the questions are sent to each college president. The colleges conduct the qualitative in-depth evaluations, respond to the questions raised, and submit reports to the SBCC. The SBCC publishes a report of all questions and responses. The report is distributed to the community colleges; the Maryland Higher Education Commission; the State Department of Education, Division of Vocational-Technical Education; and the State Council on Vocational-Technical Education.

01/29/90 SBCC PROGRAM DATA MONITORING SYSTEM

COLLEGE:

	COLLEGE PROGRAM TITLE	YEAR IMPLEMENTED	CURRENT STATUS	CIP NUMBER
PROGRAM NUMBER: 5310 01				
HEGIS PROGRAM CATEGORY: ELECTRONICS & MACHINE TECH	CERTIFICATE: ELECTRONICS TECHNOLOGY	FALL 1983	ACTIVE	150303
	ASSOCIATE: ELECTRONICS TECHNOLOGY	FALL 1983	ACTIVE	150303

	1983	1984	1985	1986	1987	1988
FALL ENROLLMENT:						
CERTIFICATE LEVEL						
FULL-TIME	33	1	2	7	5	4
PART-TIME	83	3	25	19	39	29
ASSOCIATE LEVEL						
FULL-TIME	-	54	55	62	52	30
PART-TIME	-	128	134	133	109	114
TOTAL HEAD-COUNT	116	186	216	221	205	177
AWARDS:						
CERTIFICATES	-	-	4	4	3	1
ASSOCIATE DEGREES	-	-	12	16	12	18
TOTAL ALL AWARDS	-	-	16	20	15	19
PERCENT FULL-TIME	28%	30%	26%	31%	28%	19%
FT ENR-TO-AWARD RATIO			1:1	1:1	2:1	2:1
STATEWIDE FULL-TIME ENROLLMENT TO AWARD RATIO (RATIO = 1/2 FT ENROLLMENT DIVIDED BY AWARDS 2 YEARS LATER)						1:1

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

COLLEGE	ENROLLMENT FALL, 1988 FT	PT	TOTAL	AWARDS 87-88 CERT	AA	SCH YR TOTAL
ANNE ARUNDEL	45	245	290	8	19	27
BALTIMORE	20	60	80	-	13	13
CATONSVILLE	50	272	322	45	28	73
CECIL	6	32	38	11	4	15
CHARLES	10	106	116	2	-	5
CHESAPEAKE	7	21	28	4	3	7
ESSEX	34	143	177	1	18	19
FREDERICK	23	87	110	4	5	9
HARFORD	19	74	93	11	15	26
HOWARD	6	62	68	18	6	24
MONTGOMERY	51	124	175	-	21	21
PRINCE GEORGE'S	69	250	319	20	25	45
TOTAL ALL COLLEGES	340	1476	1816	124	157	281

STUDENT FOLLOW-UP STUDIES:

	1986 GRADUATES COLLEGE	1986 GRADUATES STATE	1988 GRADUATES COLLEGE	1988 GRADUATES STATE
NUMBER OF RESPONDENTS	14	108	7	101
RESPONSE RATE	70%		37%	
FULL-TIME JOB, DIRECTLY RELATED	50%	39%	57%	49%
FULL-TIME JOB, SOMEWHAT RELATED	21%	27%	-	20%
FULL-TIME JOB, NOT RELATED	7%	9%	14%	4%
PART-TIME JOB	-	7%	14%	10%
TRANSFERRED, NOT EMPLOYED	7%	11%	14%	9%
SEEKING WORK, NOT EMPLOYED	14%	6%	-	2%
MILITARY, HOME RESPON, OTHER	-	1%	-	7%
TOTAL	100%	100%	100%	100%
TRANSFERRED, REGARDLESS OF EMPL	21%	31%	43%	29%
ACHIEVED PERSONAL GOAL	100%	95%	86%	94%
SATISFIED WITH INSTR IN PROGRAM	100%	96%	86%	97%
AMONG FULL-TIME EMPLOYEES				
MEDIAN ANNUAL SALARY	$17,264	$21,850	$19,000	$23,250
NO. REPORTING SALARY DATA	11	70	4	62
BEGAN NEW JOB AFTER COLLEGE	82%	41%	40%	35%
SATISFIED WITH EMPLMNT PREP	91%	72%	100%	92%

DISCIPLINE CREDIT HOUR DATA: ELECTRONICS & MACHINE TECH

	FY85	FY86	FY87	FY88	85-88 CHG
HIGHER ED PRICE INDEX	113	117	122	128	+13%
STATEWIDE COST:					
ALL DISCIPLINES	$109	$117	$127	$129	+18%
THIS DISCIPLINE	$123	$140	$152	$167	+36%
COLLEGE COST:					
ALL DISCIPLINES	$114	$111	$120	$120	+5%
THIS DISCIPLINE	$98	$96	$100	$148	+51%
STUDENT CREDIT HOURS:					
STATEWIDE	17,560	17,244	16,693	13,296	-24%
COLLEGE	1,820	1,364	1,306	942	-48%

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS;
A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

MARYLAND ANNUAL JOB OPENINGS TO 1990:

	BALT.AREA	STATEWIDE
ELECTRICAL & ELECTRONIC TECHNICIANS	136	352

JOB OPENINGS ARE FOR WAGE AND SALARIED EMPLOYEES ONLY. OPENINGS MAY BE AVAILABLE IN OTHER OCCUPATIONS. SEE MANPOWER PROJECTIONS. SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE; THEREFORE OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES.

PDM QUANTITATIVE CRITERIA CHECKS INDICATE:

ENROLLMENT DECREASED AT LEAST 10% AND BY 10 STUDENTS LAST YEAR
3-YR AVE FT ENRL TO AWARDS RATIO MORE THAN TWICE STATE RATIO
FURTHER STUDENT FOLLOW-UP SUGGESTED
DISCIPLINE COST INCREASED AT LEAST 20% LAST YEAR

SOURCES: HEGIS REPTS, FOLLOW-UP STUDIES, DEED, MANPOWER DATA & DISCIPLINE COST ANALYSIS. DATA ARE SUBJECT TO CONFIRMATION BY COLLEGE.

87.

CODE OF MARYLAND REGULATIONS

Title 13B
Maryland Higher Education Commission
Minimum Requirements for Associate-Degree Granting Institutions

Title 13B of the Code of Maryland Regulations (COMAR) is reprinted with permission of the Division of State Documents, Office of the Secretary of State. It must be noted that this is NOT LEGAL TEXT. The legal text is published in the Maryland Register and subsequently in COMAR. However, this information is made available for use by the Maryland community colleges.

Title 13B; MARYLAND HIGHER EDUCATION COMMISSION; Subtitle 02 ACADEMIC REGULATIONS; Chapter 03 Minimum Requirements for Associate Degree-Granting Institutions

Authority: Education Article, Sec. 11-201--11-204, Annotated Code of Maryland

.01 Purpose.

A. The purpose of these requirements is to assure that minimum educational standards are met.

B. Before issuing a certificate of approval or reaffirmation of approval to an associate degree-granting institution to operate or award certificates and degrees, the Maryland Commission for Higher Education is to be satisfied that the institution is in compliance with these minimum requirements. The institution shall:

(1) Have a clearly defined mission, goals, and objectives consistent with the purposes of higher education;

(2) Consistently endeavor to maintain a faculty, a program of instruction, physical facilities, and resources adequate to the satisfactory realization of its mission and goals and to the attainment of educational quality;

(3) Retain and graduate only those students who meet quantitatively and qualitatively creditable standards of achievement;

(4) Issue announcements which accurately portray to the public the purposes and practices of the institution;

(5) Provide appropriate student services;

(6) Operate under a competent administrative structure.

C. The Commission is concerned that an institution maintain intellectual and academic integrity. An institution approved under these regulations shall have adequate financial resources and be operated in accordance with acceptable principles of sound financial management.

D. Each institution shall maintain a broad and firm foundation of general education supportive and complementary to specialized areas of knowledge. The depth and breadth of the general education component is of paramount significance in providing students with the intellectual tools necessary to deal effectively with personal, social, and political issues.

E. The Commission welcomes innovations aimed at improving the effectiveness of higher education through the use of new technologies, techniques, and modes of delivery which are consistent with quality education.

.02 Definitions.

A. The following terms have the meanings indicated.

B. Terms Defined.

(1) "Academic credit", for the purpose of these regulations, means the certification of a student's successful completion of a unit of a course of study leading to a formal award granted by an institution approved to offer a collegiate degree, for example, an associate or higher degree.

(2) "Associate degree-granting institution" means any institution which offers a degree at the associate level, including 2-year colleges and branch campuses.

(3) "Branch campus" means a permanent instructional unit of a degree-granting institution approved by the Maryland Higher Education Commission, located at a site other than the principal location of the approved institution in the case of an independent college or the institution's primary service area in the case of a public college, which offers on a continuing basis all the instruction required for an associate level degree.

(4) "Formal award" means a certificate, diploma, or degree granted in recognition of successful completion of the requirements of a program. These official awards are conferred by the faculty and ratified by the institution's governing board.

(5) "Full-time faculty member", for the purpose of these regulations, means an employee:

(a) Whose primary responsibility is instruction, research, or service;

(b) Who is classified by the institution as a full-time employee;

(c) Who is employed on a contract of at least 9 months length; and

(d) Who is not employed full-time by another employer unless the employee was initially hired by the institution:

(i) Before January 1, 1988, has served continuously and without interruption

as a full-time employee since the initial date of hire, and has been classified by the institution as a full-time employee throughout the period of employment,

(ii) On or after January 1, 1988, and the institution has on file a letter signed by the employee's department head or supervisor certifying that the signatory is aware that the employee is employed full-time elsewhere.

(6) "Institution of postsecondary education" means an institution which offers an educational program within the State for persons 16 years old or older who have graduated from or left elementary or secondary school.

(7) "Instructional program" means a course of study, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to a formal award.

(8) "Off-campus program" means:

(a) More than 1/3 of the required coursework in a major field of study leading to a degree offered by an approved institution at a location other than the principal location of the institution in the case of an independent college, or the primary service area of the institution in the case of a public institution during any 12-month period; or

(b) Coursework offered at a location other than the principal location of an independent institution or the primary service area of a public institution which is advertised as leading to a degree at that location.

(9) "Remedial education" means a course or series of courses or services, or both, designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, and mathematics.

(10) "Two-year college" means a public or private institution of postsecondary education which:

(a) Awards an associate of arts degree in two or more instructional programs;

(b) May award certificates in occupational curricula, conduct continuing education, and perform other community services; and

(c) Offers appropriate courses in the liberal arts and sciences.

.03 Institutional Titles.

A. A person, firm, association, or corporation may not use the name "college" or "university" or word of similar import, in such manner as to connote the offering of a postsecondary educational course or program, unless that person, firm, association, or corporation has first met the criteria established by, and obtained a certificate of approval from, the Maryland Higher Education Commission in the manner provided by the law.

B. A person, firm, association, corporation, or other institution may not use the name "branch campus" or a title of similar import for an instructional site unless:

(1) Instruction required for the conferral of an associate degree is offered at the instructional site on a continuing basis;

(2) Appropriate support services required by these regulations of an associate degree-granting institution are provided to students at the institutional site; and

(3) Instruction, administration, and facilities at the instructional site are in compliance with the minimum requirements of this chapter.

.04 Scope and Applicability.

A. These standards apply to all associate degree-granting institutions which seek a certificate of approval to operate or continue to operate and award degrees and certificates within the State.

B. The approval granted to an institution to operate and award degrees applies only to the degrees, formal awards, instructional programs, and locations designated in the certificate of approval and is not applicable to off-campus programs which are separately authorized by the Maryland Higher Education Commission.

C. Need Criterion.

(1) Before the evaluation by the Maryland Higher Education Commission of the readiness of any institution to operate or award new degrees in the State, including the offering of an instructional program not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. At a minimum, this need shall be substantiated on the basis that the proposed program or programs to be offered are not unreasonably duplicative of existing or planned programs in a specific geographical location in the State.

(2) In determining whether a program or course of study is unreasonably duplicative, the Maryland Higher Education Commission shall consider the:

(a) Degree to be awarded;

(b) Area of specialization;

(c) Purpose or objectives of the program or course of study to be offered;

(d) Specific academic content of the program or course of study;

(e) Evidence of the quality of the proposed program in comparison to existing

programs; and

(f) Analysis of the market for the program.

D. The approval granted to any institution to offer a certificate or degree program applies only to that specific program offering and does not imply the approval for any additional programs regardless of the extent of similarity or the degree of program relatedness of future program offerings. Program review under this authority consists of:

(1) New programs;

(2) Major or substantial modifications;

(3) Off-campus program offerings; and

(4) Program suspensions or discontinuances.

.05 Approval Process.

The approval process for institutions of postsecondary education in Maryland is mandated by Education Article, Sec. 11-201 and 11-202, Annotated Code of Maryland. The requirements established by this chapter for the approval of associate degree-granting institutions and branch campuses have been approved by the Maryland Higher Education Commission as the minimum requirements for achieving State approval. The approval process in the State involves the following:

A. Initial Approval to Operate.

(1) Before a newly established public or private institution of higher education can begin instruction, it shall be approved by the Maryland Higher Education Commission. To receive approval to begin operation, the applicant institution shall submit:

(a) A prospectus which describes the institution's proposed program or programs and operation, in accordance with instructions provided by the Secretary of Higher Education;

(b) Articles of incorporation (applicable only to nonpublic institutions of higher education);

(c) A first year's catalog;

(d) A financial statement demonstrating that the institution has resources beyond all indebtedness and current commitments that will protect the interests of students enrolled.

(2) In the case of public colleges, and branch campuses seeking initial approval,

before considering the establishment of the institution, the Maryland Higher Education Commission shall receive assurance from the local taxing authorities that they will support the local unit's share of capital and operating costs of the institution.

(3) In the case of independent colleges and separately incorporated institutes and centers seeking initial approval, the board of trustees, or incorporators if the board has not yet been selected, shall place $300,000 either on deposit in a State-approved bank or invest the same amount in negotiable federal bonds for support of the operation of the proposed institution. These funds are to be available only for operating expenses of the college, not for capital expenditures, under the following plan:

(a) Not in excess of 1/3 ($100,000) may be used during the first fiscal year following the opening of the college;

(b) Not in excess of 1/3 ($100,000) may be used in the second fiscal year following the opening of the college;

(c) The balance may be used during the next 5 years and is not to exceed 20 percent of the $300,000 in each fiscal year;

(d) The expenditure of any portion of the entire $300,000 shall become a part of an official audit to be submitted to the Maryland Higher Education Commission.

(4) Public Notification. Each application for approval to operate an associate degree-granting institution shall be published by the Board before an on-site visit is conducted.

(5) On-Site Visit. A detailed review of the institution's program or programs and operation shall be made by an on-site visit by a team appointed by the Secretary of Higher Education to assess and recommend whether the Board should authorize the awarding of degrees and certificates. At least one team member shall be affiliated with an out-of-State institution, and one observer, serving on an ex-officio basis, shall represent the institution's respective segment board, when applicable. It is the purpose of the on-site visit to determine the extent of the institution's compliance with these minimum requirements.

(6) Issuance of Certificate of Approval.

(a) If the Maryland Higher Education Commission is satisfied, based on all the information available to the Commission, that the minimum requirements set forth here are met, it shall issue a certificate of approval to operate and grant degrees on such conditions and for a period of time, not to exceed 5 years, as may be considered appropriate. The certificate of approval shall expire on the date set forth in the certificate unless the Commission authorizes continued operation.

(b) The certificate of approval shall specify the degrees, formal awards, instructional programs, and locations approved by the Commission.

B. Reaffirmation of Authority to Operate.

(1) Before the expiration of the certificate of approval, an on-site visitation shall be made by representatives of the Commission to each State-approved institution to ensure continued compliance with the State's minimum requirements. At least one team member shall be affiliated with an out-of-State institution and one observer, serving on an ex-officio basis, shall represent the institution's respective segment board, if applicable. The Maryland Higher Education Commission report will be written at all times in fulfillment of its own statutory authority.

(2) Renewal of Certificate of Approval. If the Commission is satisfied that the institution is in continued compliance with these minimum requirements, the Commission shall renew the institution's certificate of approval under such consitions and for a period of time, not to exceed 5 years, as is considered appropriate.

C. New Degrees.

(1) An institution already approved by the State or chartered by the General Assembly may wish to offer a new degree not specified in the institution's certificate of approval or not authorized by its charter. In this case, the institution shall submit a prospectus and request through its appropriate segmental or governing board, or both, to the Maryland Higher Education Commission to assess the readiness of the institution to grant the degree.

(2) A team shall make an on-site visit and its assessment and recommendations shall be presented for action to the Maryland Higher Education Commission.

(3) An institution exhibiting the capability to award a new degree at the time of the initial on-site visit shall be granted full approval by the Maryland Higher Education Commission.

(4) An institution demonstrating potential capability to award the degree shall be approved under specified conditions and for a period of time as is considered appropriate.

D. New Programs. Institutions already approved by the State or chartered by the General Assembly wishing to offer an instructional program not specified in the institution's certificate of approval, or not authorized by its charter, or by an approval action of the Commission, shall submit a prospectus and a request for approval through its appropriate sedmental or governing board, or both, to the Commission in accordance with instructions provided by the Secretary of Higher Education. The Commission shall review and act upon the application for a new program under its procedures.

E. Off-Campus Program. Institutions already approved by the State or chartered by the General Assembly wishing to offer an off-campus program shall submit a prospectus and a request for approval through its appropriate segmental or

governing board, or both, to the Commission in accordance with instructions provided by the Secretary of Higher Education. The Commission shall review and act upon the application for an off-campus program under its procedures.

.06 Accreditation and Certification Reports.

A. Public and independent State aided associate degree-granting institutions shall file all final regional accreditation team reports, including the official reaffirmation status and any conditions contained in it, with the Secretary of Higher Education, within 30 days of receipt of these reports. Other accreditation reports shall be submitted upon request by the Secretary.

B. Reports shall be received in confidence and may not be disclosed to the public without permission of the institution.

.07 Organization and Administration.

A. The organization of an institution shall be designed to bring together the institution's total resources in an effectively coordinated effort that will accomplish the institution's stated objectives. Each individual in the organization needs to be informed fully of his or her responsibilities and of those of each of the other principal positions in the administrative pattern.

B. Governing Board.

(1) Board members shall represent the founders, benefactors, and public, and shall be responsible for directing the accomplishment of the purposes for which an institution was founded.

(2) Board members of higher education institutions shall be responsible for establishing broad policy and long-range planning, appointing and evaluating the chief executive officer, developing financial resources, and playing a major role in the development of external relations.

(3) Board members may not use their positions on the board for personal material gain, with the exception of proprietary for-profit institutions.

(4) Meetings shall be held at regularly stated times. An agenda of the meeting shall be prepared and accurate minutes of the meeting kept and filed.

(5) The duties, responsibilities, and the relationship of the board with the administration, faculty, and other staff members shall be clearly defined in an organizational chart. Decisions shall be made based on input from affected parties. A crucial test of the board's effectiveness shall be the extent to which it concentrates its energies on broad policy matters and avoids concerning itself with administrative detail.

C. Chief Executive Officer.

(1) Within the organizational structure, the chief executive officer shall delegate responsibilities and authority to the administrative staff and provide for a regular evaluation of the administrative staff. The results of an evaluation shall be solely for internal institutional purposes.

(2) The chief executive officer shall:

(a) Be responsible to the board for the entire operation of an institution or of all institutions in a multicampus or multicollege system;

(b) Serve as a liaison between the board and the staff, and be directly responsible for the administration of the policies and procedures as set forth by the board;

(c) Provide leadership for the development and operation of all institutional functions;

(d) Be committed to the comprehensive purpose of the institution;

(e) Ensure the development and use of appropriate procedures of plant maintenance and fiscal management;

(f) Maintain a sound administrative structure for the orderly operation of the institution; and

(g) Be responsible for communications between the institution and the area served.

D. Administrative Staff. The administrative staff shall have an organizational structure that is appropriate to the size and purpose of the institution. The duties and responsibilities shall be defined and stated clearly. The administrative personnel shall furnish leadership for institutional development and growth.

.08 Mission and Goals.

A. A determinant in the effectiveness of an educational institution is its awareness of its mission in relation to its students, its supporters, and the community at large.

B. An adequate statement of institutional goals shall include a description of the effects the educational programs are designed to have on students. The institutional mission statement shall incorporate the:

(1) Purpose for which the institution was founded;

(2) Point of view the institution represents;

(3) Community in which the institution is located;

(4) Constituencies the institution serves;

(5) Social, cultural, and material needs of the institution's community and clientele; and

(6) Human, physical, and financial resources of the institution.

C. Each institution shall publish a comprehensive statement of its own mission and goals. This statement shall be:

(1) Consistent when applicable with the educational statutes of the State and with the philosophy of the institution's board;

(2) Set forth in the institution's catalog.

D. The institution shall periodically review its mission and goals statement. This statement shall remain consistent with the identification of the role, function, and mission of the institution and segment as established in the Maryland Higher Education Commission overall master plan, as revised from time to time, and segmental master plans when appropriate.

.09 Admission.

A. An institution's admission policy, which shall be related to the objectives and resources of the institution, shall be clearly stated. An institution which maintains an open-door policy shall make adequate provision for placement testing, counseling and compensatory services. Similarly, an institution which has a very selective admissions policy shall ensure sufficient challenge and stimulus for its students. There shall be a demonstrable correlation between admissions policies and educational practices. An admission policy requires careful planning to determine whether it is serving the needs and interests of its students, or how it could be doing so more effectively. This policy affects all aspects of institutional planning, funding, and staffing.

B. Persons to be Admitted.

(1) A student admitted to an associate degree-granting institution shall:

(a) Be a graduate of a high school accredited either by its own state department of education or by a regional accrediting association recognized by the United States Office of Education; or

(b) Have received a high school equivalence certificate or a high school equivalency diploma issued by the State.

(2) Persons who are not high school graduates and who present evidence through testing or other means of the ability to profit from the instruction the institution offers, may be admitted to college level courses and programs. In making decisions about the potential of persons to complete a course or courses or

programs, the institution may consider previous formal education, equivalency of other learning by examination, and competencies gained through practical experience, maturity, or other appropriate criteria.

(3) In those instances when a student has been admitted under exceptions to existing institutional policies, an explanation of those exceptions shall be retained.

C. Before enrollment, candidates for admission to transfer programs shall be advised of transferability of credits to baccalaureate level institutions in the State.

.10 Graduation Requirements.

A. For an associate degree an institution shall require the satisfactory completion of not less than 60 or more than 70 semester hours, or equivalent hours of college credit representing a planned sequence of learning experiences. A minimum average of 2.0 on a 4.0 scale shall be required for graduation for both degree and certification programs. At least 30 credit hours shall be earned by classroom instruction and laboratory experience for the conferral of a degree. At least 15 semester hours of credit shall be earned at the institution granting the degree. Academic credit required for graduation is exclusive of credit that may be awarded for remedial basic skills courses and college orientation.

B. One Semester Hour of Credit.

(1) One semester hour of credit is awarded for:

(a) A minimum of 15 hours (50 minutes each) of actual class time, exclusive of registration, study days, and holidays, when supervision is assured and learning is documented;

(b) A minimum of 30 hours (50 minutes each) of supervised laboratory or studio time, exclusive of registration, study days, and holidays, when supervision is assured and learning is documented;

(c) A minimum of 45 hours (50 minutes each) of instructional situations such as practica, internships, and cooperative education placements, when supervision is assured and learning is documented;

(d) Instruction delivered by instructional television (ITV) or other electronic media based on the equivalent outcomes in student learning of Sec. B(1)(a), above, and may include a combination of telelessons, classroom instruction, student consultations with instructors, and readings, when supervision is assured and learning is documented.

(2) One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for 1 semester hour of credit, when supervision is assured and learning is documented.

C. General Education Requirement.

(1) Each approved degree-granting institution shall provide to all students, within the required curriculum for graduation, a general education which is designed to provide the student with the skills and knowledge necessary to:

(a) Communicate effectively in oral and written English;

(b) Read with comprehension;

(c) Reason abstractly and think critically;

(d) Understand and interpret numerical data;

(e) Understand the scientific method;

(f) Recognize and appreciate cultural diversity; and

(g) Understand the nature and value of the fine and performing arts.

(2) The requirement in Sec. C(1) shall be satisfied by either of the following two methods:

(a) By requiring that each associate degree program shall include not less than 20 semester hours of required arts and science core courses, with at least one 3-credit-hour course from each of the following five areas:

(i) Arts and humanities,

(ii) English composition,

(iii) Social and behavioral sciences,

(iv) Mathematics, and

(v) Biological and physical sciences; or

(b) By an integrated and structured general education experience required of all students, adopted by the governing board of the institution which shall be demonstrated to the Maryland Higher Education Commission at the time of initial approval or reaffirmation of approval, to achieve the goals of general education as defined in Sec. C(1).

D. The conferral of a lower division certificate requires satisfactory completion of the requirements of a program of studies representing a planned sequence of learning experiences which consist of at least 12 semester hours of college-level work at the freshman or sophomore levels, or both.

E. Approved institutions may award a document certifying satisfactory

completion of a course or sequence of courses which are either noncredit or less than 12 semester credit hours.

F. An institution awarding academic credit for practica, internships, and cooperative work experiences shall ensure that the credit is being awarded for actual academic learning. Competence shall be demonstrated through testing or through other appropriate evaluative measures. Credit offered in this manner shall be limited to 30 semester hours.

G. Credit for previous learning or experience may be granted. This credit shall be granted only by examination or portfolio assessment. However, unless this is an acceptable standardized examination such as those in the College Level Examination Program, the college shall have on file copies of whatever examinations, portfolios, and portfolio assessment reviews are used for this purpose. The assessment shall be conducted by faculty of the institution in the appropriate discipline. Credit offered in this manner shall be limited to 30 semester hours.

H. Transfer curricula shall provide courses in English, foreign languages, social sciences, natural sciences, mathematics, and fine arts equivalent to those prescribed in the lower division of 4-year colleges and universities. In addition, there shall be sufficient diversity of elective courses in these or other fields to meet transfer requirements for admission to those institutions.

I. Transfer of course credit may not be granted for courses completed in the following ways:

(1) By correspondence, unless credit for these courses was earned at a regionally accredited college or university and would be accepted by that institution as credit toward a degree;

(2) In institutions or organizations which are not legally authorized to grant standard college degrees, unless the course has been evaluated and recommended by the American Council on Education or the course is a part of an articulation agreement approved by the Maryland Higher Education Commission.

J. Transfer of credit from public 2-year institutions to public 4-year institutions is governed by the student transfer policies of the Maryland Higher Education Commission.

K. An associate degree-granting institution may award credit for courses that are part of an articulated agreement with a high school for which postsecondary course competencies are specified and the achievement of these competencies is validated. Copies of the agreement shall be maintained on file.

.11 Faculty.

A. The faculty employed by an associate degree-granting institution shall be

competent in their formal education and professional experience to enable them, through effective instruction, to achieve the educational objectives of the institution.

B. Faculty Qualifications.

(1) Each faculty member assigned to teach an academic subject shall have completed formal studies at a regionally accredited or internationally recognized institution at least through the master's degree, or its equivalent, in the field in which the faculty member teaches. "Equivalent" is defined as documented outstanding achievement in the arts, music, letters, science, research, business or industry, or public service. Each faculty member shall demonstrate successful experience and provide continuing evidence of keeping abreast of developments in his or her field.

(2) For faculty members who teach specialized courses of a technical or vocational nature, the highest educational requirements shall be compatible with their teaching assignment, practical experience being given special consideration.

C. At least 50 percent of the total credit hours offered by an institution shall be taught by full-time faculty members at the institution.

D. Each associate degree-granting institution shall assure the quality of the general education courses offered in accordance with the following:

(1) There shall be a full-time employee of the institution, with appropriate credentials, assigned the responsibility of coordinating and supervising the general education offerings;

(2) There shall be a plan for relating the general education requirements to the curriculum offered by the institution; and

(3) The institution shall be responsible for assuring that faculty teaching in the general education courses comply with the requirements set for all faculty in this chapter.

E. At least 1/3 of the classes offered in an off-campus program shall be taught by full-time faculty members of the parent institution.

F. At least one full-time instructor or instructional supervisor with appropriate training shall be employed in each field in which the institution offers a degree program in which 20 or more degrees are granted annually.

G. Criteria for the appointment and evaluation of part-time faculty and their supervision shall be comparable to those for full-time faculty.

H. There shall be evidence of a defined nondiscriminatory faculty selection and evaluation process which is systematically planned and executed.

I. Faculty professional assignments:

(1) Shall be based directly on institutional policy;

(2) Shall be reasonable and consistent with professional standards; and

(3) May not exceed published professional standards of the institution.

J. Teaching faculty shall have scheduled published office hours for purposes of student advising and counseling.

.12 Learning Resources.

A. The learning resources center shall provide printed and nonprinted materials, services, media, and related equipment and facilities designed to facilitate and improve learning and to foster inquiry. The learning resources center's programs and services shall be available to students, faculty, and the community as appropriate and shall include functions as the mission and goals of the institution may require.

B. Collection Adequacy.

(1) The institution shall have an accessible library materials collection adequate to support the educational program. The type and variety of books and materials shall depend upon the nature of the institution, and they shall relate realistically to the institution's educational goals, curricula, size, complexity or degree level, and the diversity of its teaching, learning, and research requirements.

(2) In determining the adequacy of the learning resources center's collection, the visiting team shall consider relevant guidelines of professional associations and library associations.

C. Learning resource professionals shall be sufficient in number and shall have appropriate professional education to perform the functions required by the institution's mission and goals.

D. Learning resource professionals shall have faculty status or be accorded appropriate professional status.

E. Faculty and student usage statistics shall be kept to determine to what extent the learning resources are available and accessible. In addition to monitoring activities, these statistics shall assist in identifying additional resources required to meet the needs of the faculty and students and estimate the strengths of the current resources.

F. Institutions offering off-campus programs within the State shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to

determine to what extent these resources are available and accessible.

G. Executed contracts providing for library resources, to supplement and not to substitute for the holdings of the institution's library, shall be acceptable and approved by the Secretary of Higher Education if adequacy and accessibility are ensured. Adequacy and appropriateness of these supplemental resources shall be demonstrated to the visiting team as mentioned in Regulation .05A(5). Evidence of the extent of student usage of the supplemental resources shall be maintained.

.13 Student Services and Activities.

A. Student services and activities shall realistically reflect the stated objectives, purposes, and philosophy of the institution. The needs and welfare of students shall be of primary concern if there is to be motivation toward worthwhile academic achievement. Additionally, student personnel policies shall foster associations among students, faculty, and the administration and provide opportunities for the development of individual potential.

B. The institution shall be sure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, placement, health services, food dispensing, and a college bookstore. The specific organization of services, as well as the resources and staffing provided, should be determined by the individual college as long as provision for all the above services are made.

C. Student activities which complement the instructional program are particularly encouraged. Student government organizations which are representative and provide a responsible forum for student views as well as a vehicle for student input into institutional decision making should be established. While participation in varsity athletics, student organizations, and student governance is a valuable adjunct to the instructional program, these activities are not part of the instructional program itself, and academic credit may not be awarded for participation in these activities.

D. The college shall keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard college practice. To facilitate the transfer of College Entrance Examination Board credit and credit granted by other standardized examinations, the achievement score for the College Entrance Examination Board examination, and the scaled score and percentile rank for any standardized examination used shall be reported on the transcript along with appropriate dates when credit is awarded.

E. The college shall maintain student records in accordance with acceptable national standards regarding institutions of higher education.

F. The security of student records shall be ensured by the institution. Physical records shall be stored in fire-proof cabinets. Records maintained in electronic systems shall have adequate security to prevent loss.

G. The institution shall develop a statement of the rights, privileges, and responsibilities of students, and make this statement available to students through the catalog, student handbook, or other appropriate means.

.14 Institutional Resources.

A. The effective operation of an institution depends largely upon the physical atmosphere of the surroundings. The cleanliness, state of repair, and attractive appearance of grounds and buildings shall provide for an adequate and effective educational environment.

B. Each institution shall provide facilities which are safe, accessible, functional, flexible, and appropriately maintained. The development of these facilities require each institution to develop a physical development plan to meet the objectives of the institution.

C. Facilities shall meet applicable federal, State, and local fire, safety, and health standards.

D. Each institution shall have a schedule for cleaning, repair, and maintenance of buildings and grounds.

E. Specific responsibilities for care of grounds, campus security, traffic safety and control, fire protection, utilities, and plant upkeep shall be appropriately assigned.

F. Specific responsibilities for storage, handling, and disposal of dangerous and toxic materials shall be appropriately assigned.

G. Each institution shall provide laboratory and classroom space appropriate to its curriculum.

H. Full-time and part-time faculty and administrators shall be provided office space and have access to conference space.

.15 Finances.

A. The governing board and the chief executive officer shall operate the institution in accordance with sound principles of financial management.

B. The income shall be expended to provide adequately for instruction, administration, learning resources, student services and activities, maintenance, equipment, and supplies. The expenditures for specific functions shall be consistent with the goals and objectives of the institution.

C. Annual expenditures of the institution shall be consistent with the annual income and other resources of the institution. There shall be appropriate and adequate financial planning to assure the stability of the institution.

D. Accounts of the institution shall be maintained in accordance with acceptable standards regarding institutions of higher education.

E. There shall be a financial audit conducted on at least a biennial basis, by an independent certified public accountant or a State legislative auditor, which provides a detailed and accurate picture of the financial status of the institution since the preceding audit. The audit shall be an unqualified audit. In the case of management issues raised by an audit, the latest audit shall indicate resolution of exceptions noted in the previous audit.

.16 Catalog and Official Publications.

A. The catalog or official publication is the official document of the institution. The catalog or official publication shall present accurate, up-to-date information about the administration and operation of the institution, including the degrees offered by the institution.

B. Each institution shall publish on a regular and on a continuing basis an official catalog which describes the institution and its course offerings accurately and completely. The catalog shall be made available to all students. Each publication dealing with any information normally included in the catalog shall be so written as to be consistent with the official catalog of the institution.

C. The catalog or other appropriate publications shall contain, at a minimum, the information listed below:

(1) The date of publication.

(2) The current academic calendar.

(3) A comprehensive table of contents and appropriate indices.

(4) A statement of the origin and the objectives of the institution.

(5) The roster of the official governing board.

(6) A complete roster of faculty and administrators showing earned degrees and granting institution.

(7) The entrance requirements, academic regulations, support services, graduation requirements, and general procedures.

(8) The financial policies of the institution, including all costs, schedule of payments, and refunds of all types of charges for academic and other services.

(9) A detailed description of all types of financial assistance available from the institution which include private, State, and federal programs.

(10) A description of each course and its prerequisites, if applicable, to be offered during the year or years for which the catalog is issued. A clear indication shall be given if a particular course is not offered regularly.

(11) A full description of auxiliary services, including:

(a) Personal counseling;

(b) Academic counseling and advisement;

(c) Health services;

(d) Services for veterans, disadvantaged, and other special groups;

(e) Athletics;

(f) Extra curricular activities;

(g) Cooperative work experiences;

(h) Student participation in institutional decision-making;

(i) Alumni activities;

(j) Housing;

(k) Food services;

(l) Bookstore.

(12) A statement of student rights and responsibilities, and constraints on students, such as automobiles, parking, parietal rules, including rules for the maintenance of order on campus, general process, and contact office for the resolution of complaints.

(13) A statement of nondiscrimination, Student Privacy Acts, and provisions for barrier-free access to the handicapped in accordance with State and federal regulations, if applicable.

(14) For public institutions, the State transfer agreement.

Administrative History

Effective date: July 1, 1980 (7:13 Md. R. 1280) (Chapter recodified from COMAR 13.50.05 to 13B.02.03) Regulations .01--.14, Minimum Requirements for Degree-Granting 2-Year Colleges, repealed effective December 14, 1987 (14:25 Md. R. 2662)

---------- Regulations .01--.16, Minimum Requirements for Associate Degree-Granting Institutions, adopted effective December 14, 1987 (14:25 Md. R. 2662) Regulation .02B amended effective April 17, 1989 (16:7 Md. R. 812)

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